Mercer Island School District

Long-Range Facility Plan

18 NOVEMBER 2019

MERCER ISLAND
SCHOOL DISTRICT
STUDENTS ARE THE PRIORITY

Welcome!

Introductions, agenda and objectives		20 min
Process/Schedule/Role of Committee		20 min
Vision and Programs		30 min
Vision for education at MISD		
Outline of programs and their relationship to facilities		
Program summary and interview themes		
Designing for Student Centered Excellence		20 min
Break		5 min
Vision/Goal Exercise		1 hr 20min
Goal cards and prioritization	(50 min.)	
Grouping into themes	(10 min.)	
Questions/discussion	(20 min.)	
Next Steps		5 min

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19+
Higher Education
Master Plans
24+
years working with
Mercer Island
School District
35+
PreK-12
Long-Range
Facility Plans
mahlum

What is a LRFP?

Comprehensive summary of facility need

- Studies district facilities' ability to accommodate educational programs
- Tracks district's capacity with respect to projected enrollment
- Documents the condition of district's facilities and sites

Tool for strategic management of a district's facilities over time

- Explores modernizations, additions, replacement, and new construction
- Identifies desirable school sites and site acquisition schedules if needed
- Targets opportunities for more efficient use of sites and facilities
- Creates a prioritized plan that aligns with community support

What does a LRFP do?

Provides insight into community values and priorities

Consolidates information needed to make well-informed decisions

Allows coordination with jurisdictions regarding development in a district

Helps districts strategically plan for future facility needs

Keeps communities informed and builds support

Establishes an ongoing cycle for keeping capital investments up to date

Helps districts avoid doing something now that will need to be undone later

Objectives for Tonight

1. Understand Process/Schedule/Role of Committee

2. Overview of Vision and Programs

3. Overview Designing for Student Centered Excellence

4. Share Your Prioritized Vision/Goals

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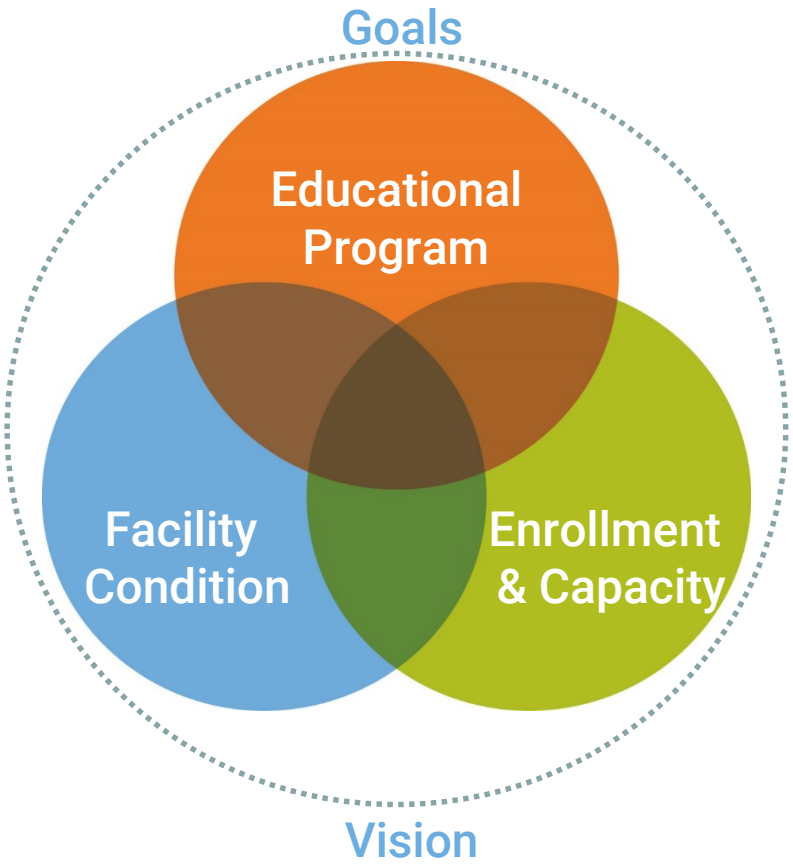
Comprehensive Summary of Need



Goals & Vision

Educational Program

Education Specification
Kindergarten / Pre-K
PE / Athletics / Fields
STEM | STEAM
Special Education
College & Career Readiness
Technology
Target Capacities

Enrollment & Capacity

Growth
Utilization
Boundaries
Consolidation

Facility Condition

Health and Safety
Accessibility (ADA)
Infrastructure
Sustainability / Resilience
Life Expectancy
Academic Suitability

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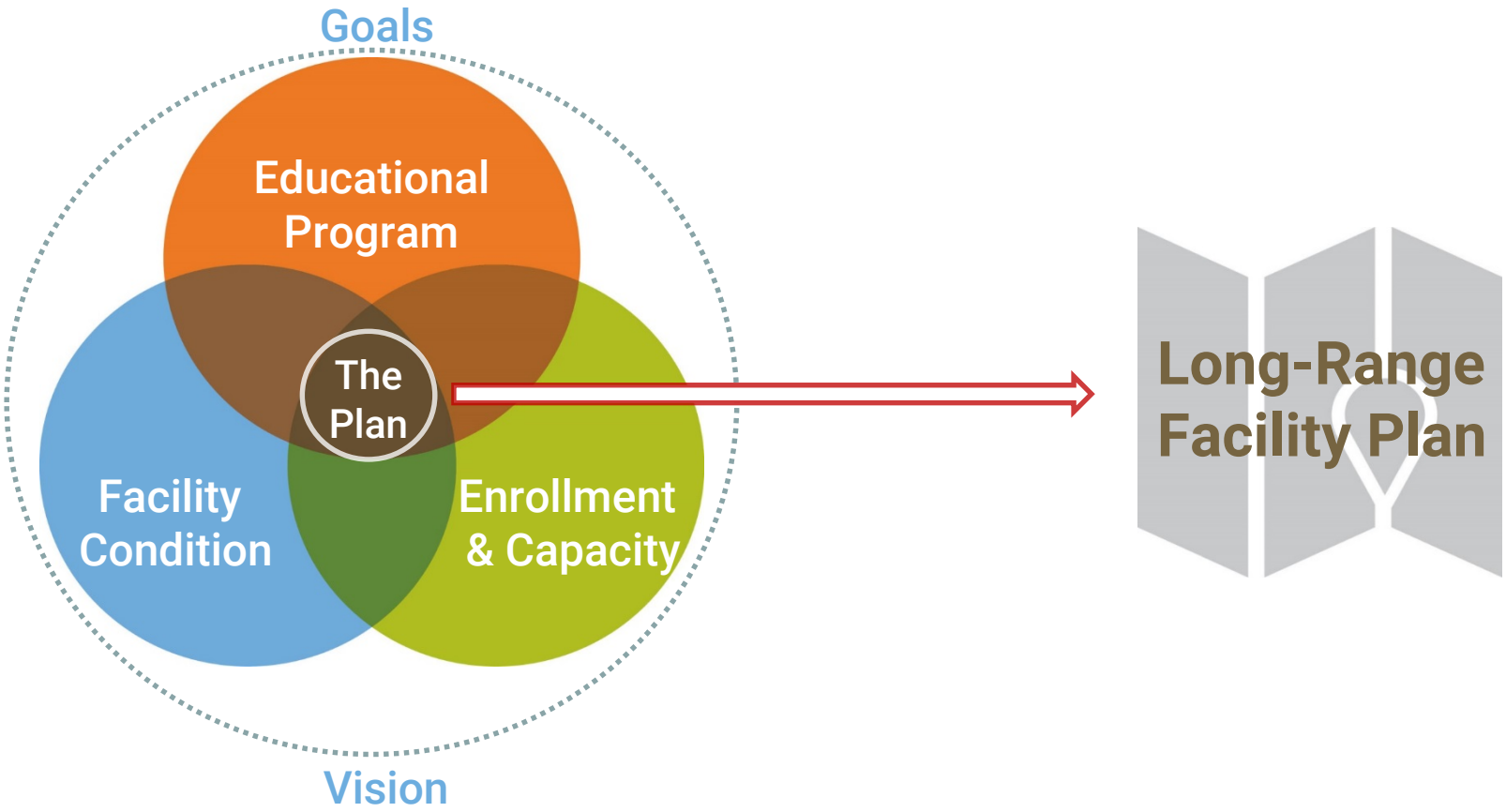
Comprehensive Summary of Need



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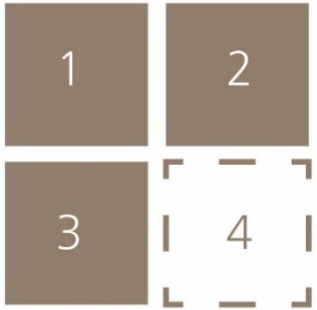
Tools for Strategic Management of Facilities Over Time

BAND-AID APPROACH

STRATEGIC PHASED PLAN



Long-Range Facility Plan

FIX IT ALL

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Participants

District Leadership Team (5-8)

Facility Planning Committee (30-40)

Community Engagement

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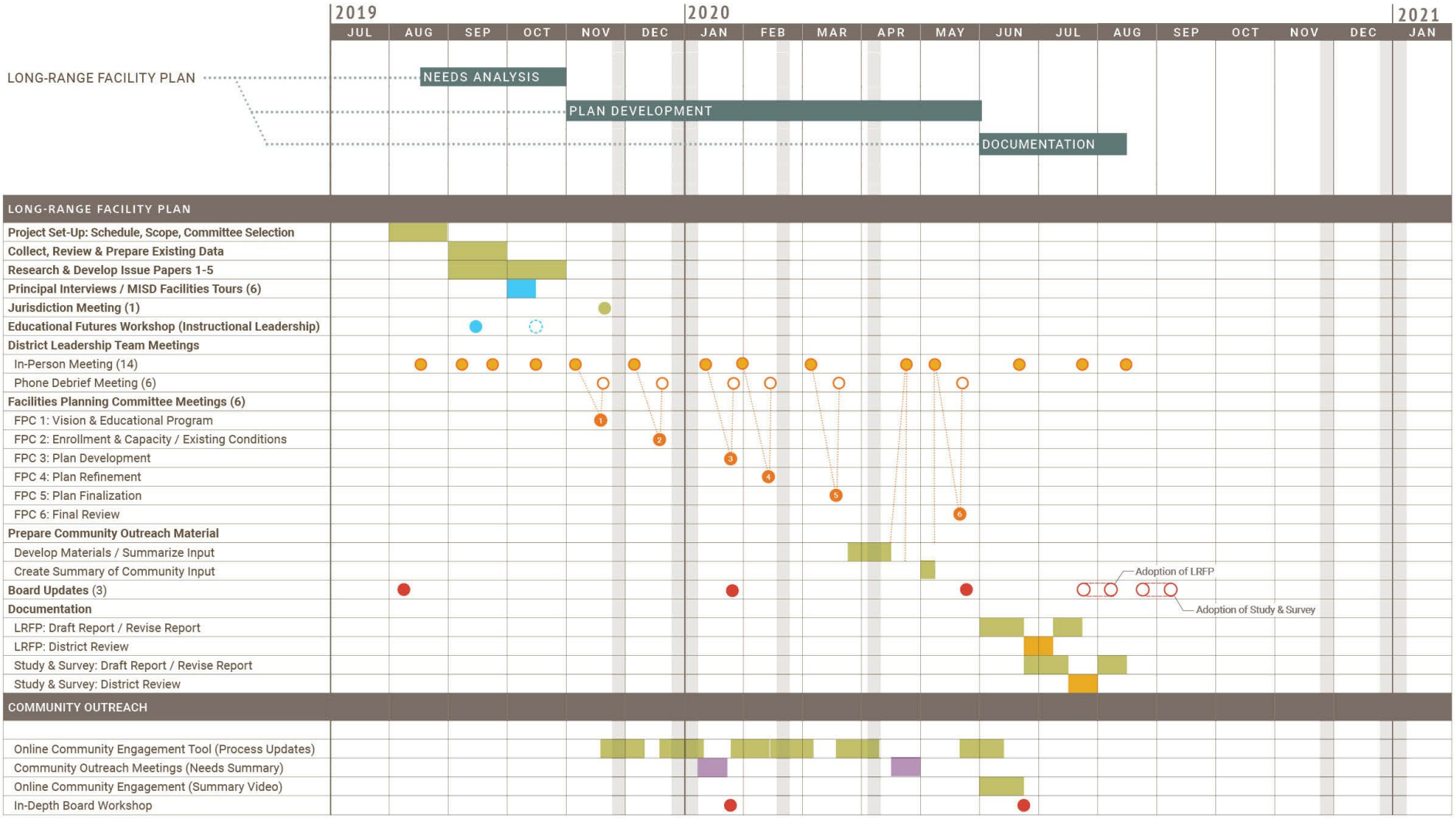
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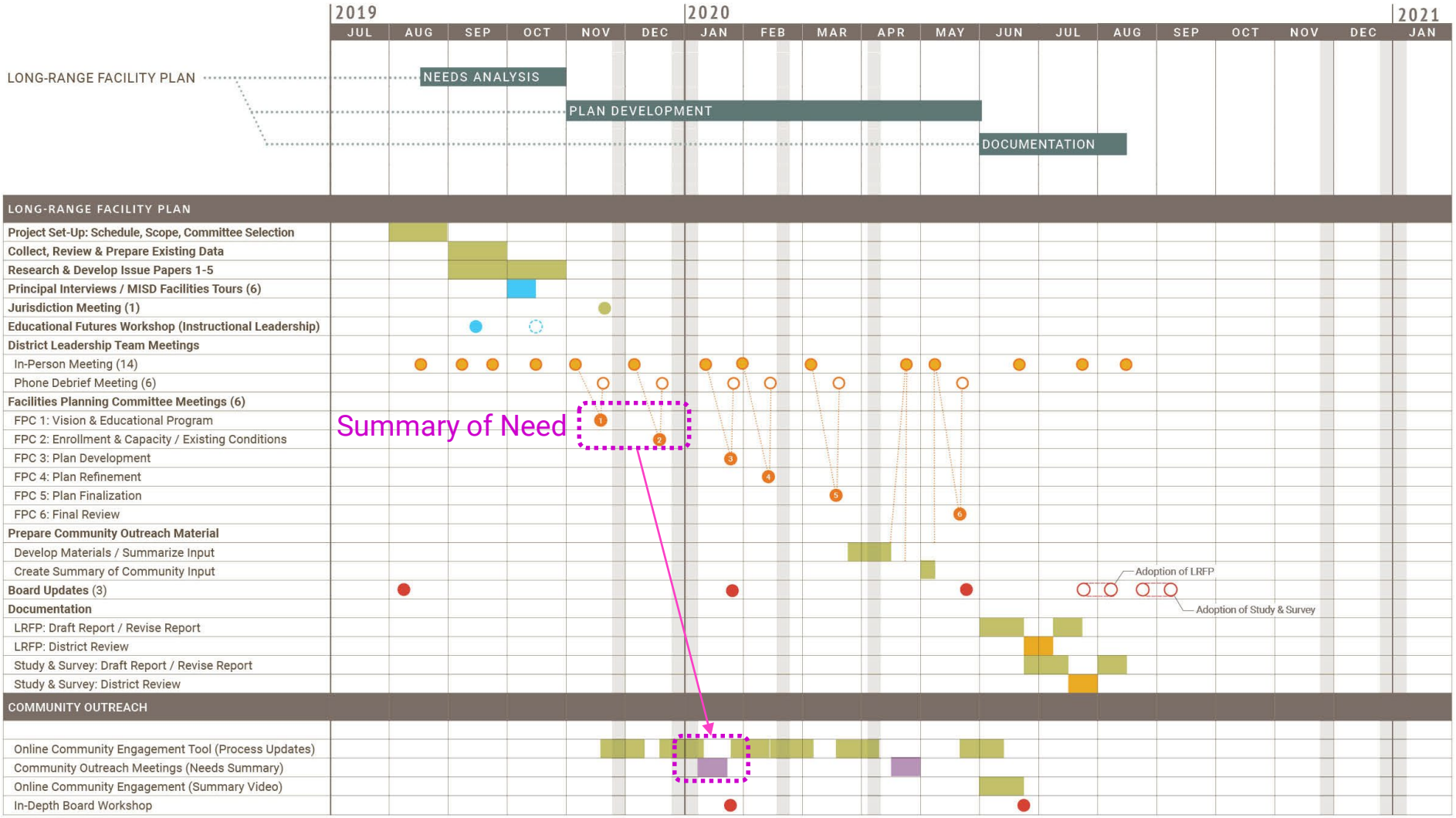
LONG-RANGE FACILITY PLAN
NEEDS ANALYSIS
PLAN DEVELOPMENT
DOCUMENTATION
LONG-RANGE FACILITY PLAN
Project Set-Up: Schedule, Scope, Committee Selection
Collect, Review & Prepare Existing Data
Research & Develop Issue Papers 1-5
Principal Interviews / MISD Facilities Tours (6)
Jurisdiction Meeting (1)
Educational Futures Workshop (Instructional Leadership)
District Leadership Team Meetings
In-Person Meeting (14)
Phone Debrief Meeting (6)
Facilities Planning Committee Meetings (6)
FPC 1: Vision & Educational Program
FPC 2: Enrollment & Capacity / Existing Conditions
FPC 3: Plan Development
FPC 4: Plan Refinement
FPC 5: Plan Finalization
FPC 6: Final Review
Prepare Community Outreach Material
Develop Materials / Summarize Input
Create Summary of Community Input
Board Updates (3)
Documentation
LRFP: Draft Report / Revise Report
LRFP: District Review
Study & Survey: Draft Report / Revise Report
Study & Survey: District Review
Adoption of LRFP
Adoption of Study & Survey
COMMUNITY OUTREACH
Online Community Engagement Tool (Process Updates)
Community Outreach Meetings (Needs Summary)
Online Community Engagement (Summary Video)
In-Depth Board Workshop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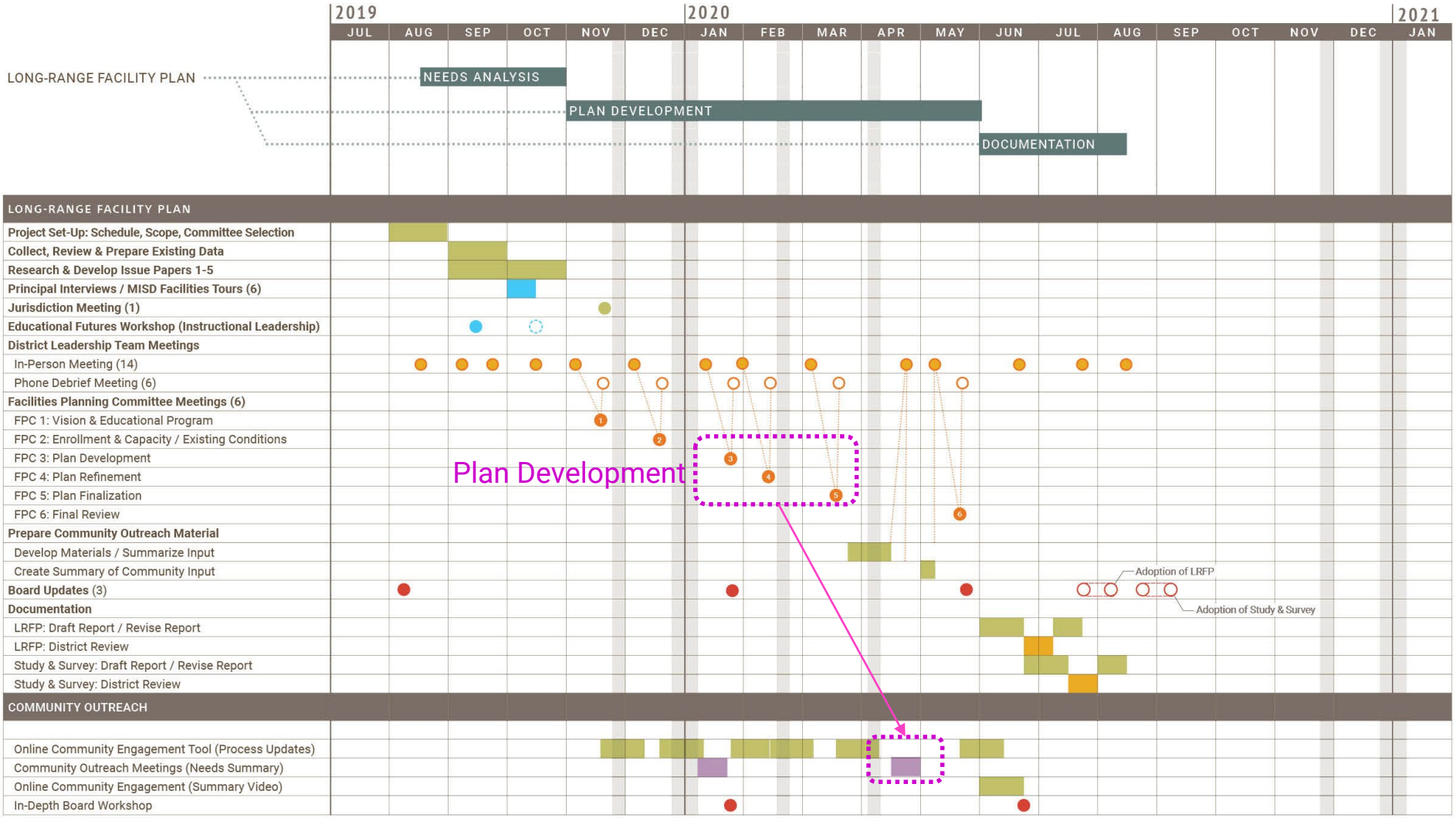
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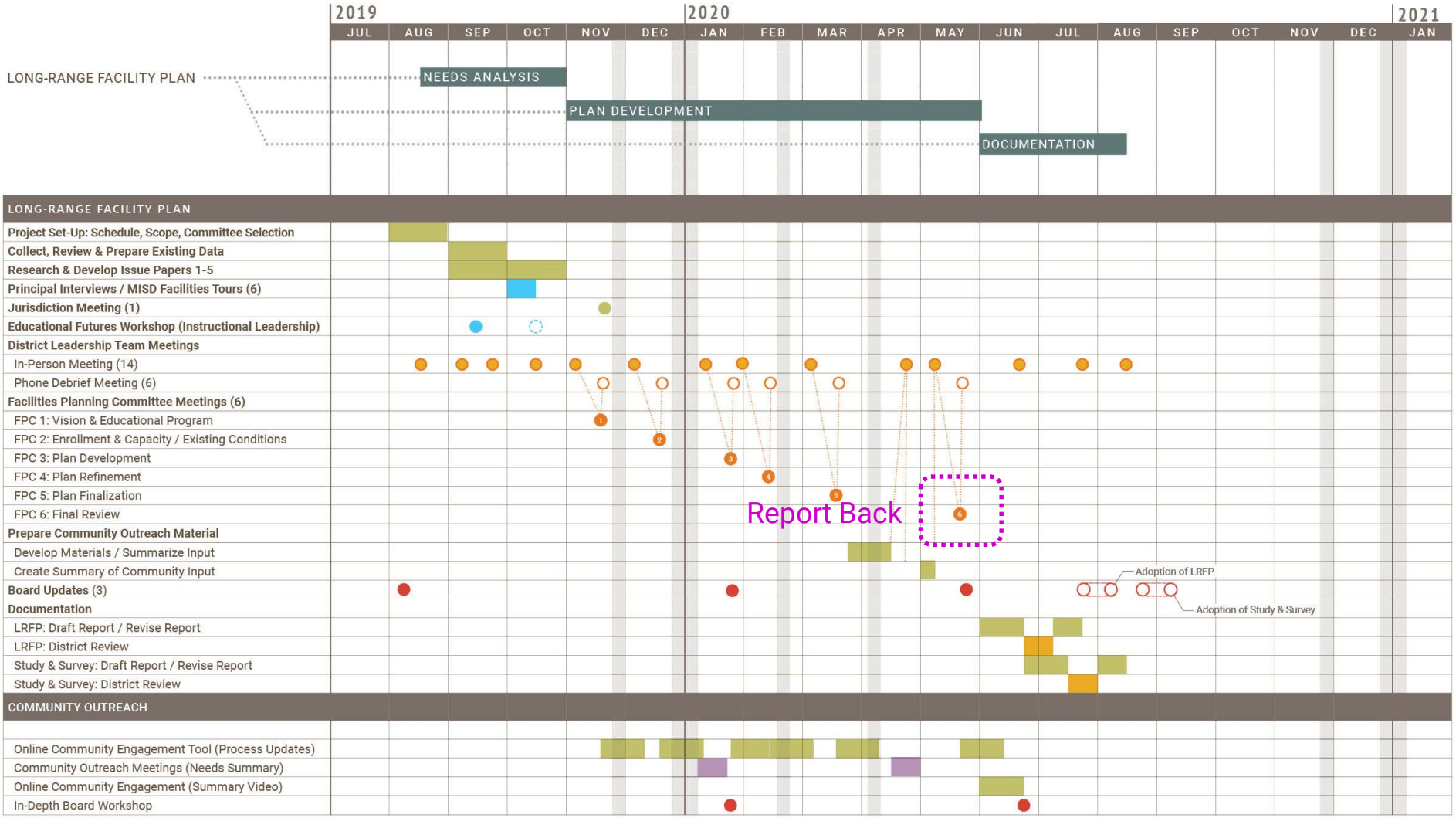
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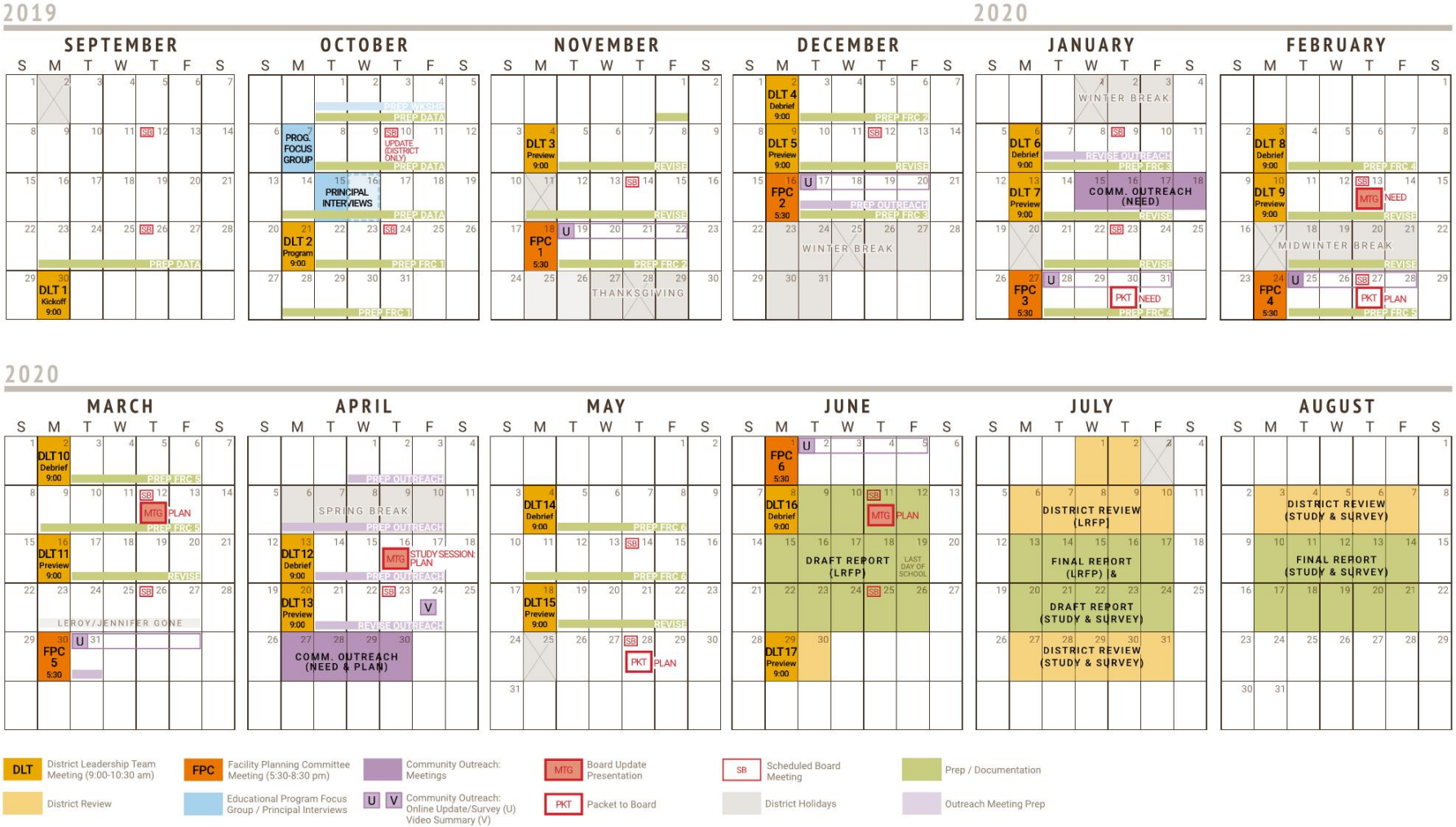
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DLT 1 Kickoff 9:00
DLT 2 Program 9:00
DLT 3 Preview 9:00
FPC 1 5:30
DLT 4 Debrief 9:00
DLT 5 Preview 9:00
FPC 2 5:30
DLT 6 Debrief 9:00
DLT 7 Preview 9:00
FPC 3 5:30
DLT 8 Debrief 9:00
DLT 9 Preview 9:00
FPC 4 5:30
DLT 10 Debrief 9:00
DLT 11 Preview 9:00
FPC 5 5:30
DLT 12 Debrief 9:00
DLT 13 Preview 9:00
DLT 14 Debrief 9:00
DLT 15 Preview 9:00
FPC 6 5:30
DLT 16 Debrief 9:00
DLT 17 Preview 9:00
PREP DATA
PREP WKSHP
PREP FRC 1
PREP FRC 2
PREP FRC 3
PREP FRC 4
PREP FRC 5
PREP FRC 6
REVISE
PREP OUTREACH
REVISE OUTREACH
PROG. FOCUS GROUP
PRINCIPAL INTERVIEWS
UPDATE (DISTRICT ONLY)
WINTER BREAK
MIDWINTER BREAK
SPRING BREAK
THANKSGIVING
LEROY/JENNIFER GONE
COMM. OUTREACH (NEED)
COMM. OUTREACH (NEED & PLAN)
STUDY SESSION: PLAN
NEED
PLAN
DRAFT REPORT (LRFP)
FINAL REPORT (LRFP) &
DRAFT REPORT (STUDY & SURVEY)
FINAL REPORT (STUDY & SURVEY)
DISTRICT REVIEW (LRFP)
DISTRICT REVIEW (STUDY & SURVEY)
LAST DAY OF SCHOOL
DLT
District Leadership Team Meeting (9:00-10:30 am)
FPC
Facility Planning Committee Meeting (5:30-8:30 pm)
Community Outreach: Meetings
MTG
Board Update Presentation
SB
Scheduled Board Meeting
Prep / Documentation
District Review
Educational Program Focus Group / Principal Interviews
U V
Community Outreach: Online Update/Survey (U) Video Summary (V)
PKT
Packet to Board
District Holidays
Outreach Meeting Prep

CTS

What are we asking you to do?

Consistently attend meetings and actively participate
Work with the “big picture”
Express your point of view and be open to other viewpoints
Provide input regarding district’s facilities’ ability to support education in your community
Offer recommendations regarding what makes sense to you
Provide insight into what the broader community might support
Serve as ambassadors for the process and the proposed plan
…..and hopefully have fun!

We are not asking you to….
Lead the planning process
Make final decisions regarding what is done with district facilities
Establish policy

Introductions, agenda and objectives	20 min
Process/Schedule/Role of Committee	20 min
Vision and Programs	30 min
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Goal cards and prioritization (50 min.)	
Grouping into themes (10 min.)	
Questions/discussion (20 min.)	
Next Steps	5 min

Mercer Island School District

Good to Great…"How effectively do we deliver on our mission and make a distinctive impact, relative to our resources?" - Jim Collins

Board Policy 0001

Board Policy 0001

Students are the priority

Values, Vision & Mission

Values - What are the core beliefs of our organization?

Vision - What is our “WHY”? What do we want for our MISD students?

Mission - How are we going to reach our aspirations?

Core Values, Vision & Mission

CORE VALUES

Students are the priority.

We believe in:

- **Supporting the whole child**
- **Creating inclusive and equitable learning settings**
- **Ensuring our school communities are safe and supportive**
- **Providing rigorous and challenging learning**

VISION

Inspiring our students to be lifelong learners as they create their futures.

MISSION

Mercer Island School District will foster learning by engaging students in thinking critically, solving problems creatively, and working collaboratively.

Operational Expectation 1800 OE -1 Fundamentals

1. **Create a personalized learning environment where differentiated instruction, student-centered education and varied learning opportunities are responsive to students' strengths, needs, interests and passions.**

2. **Maintain the highest learning standards in the areas of fine arts; health and physical fitness; English language arts; mathematics; financial education; science; environment and sustainability; social studies; world languages; computer science; and educational technology.**

3. **Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.**

OE -1 Fundamentals

4. **Encourage and enable students to be academic entrepreneurs and risk-takers who can choose to pursue academic passions and interests beyond traditional curriculum and beyond the traditional classroom environment.**

5. **Cultivate and foster thinking and process skills such as analytical and critical thinking, cross-discipline thinking, creativity, innovation, leadership, collaboration, communication, problem-solving, and information and technology literacy in curriculum design.**

6. **Cultivate global awareness and understanding of real-world problems, issues, concerns, commonalities, differences and interdependence.**

7. **Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.**

Superintendent Focus Priorities

Teaching and Learning

What learning do we want for our students?

How are we preparing our students for their world?

Educational Programs for Students

Learning Standards (ELA, Math, Science, Environment and Sustainability, Social Studies, Fine Arts, Health and Physical Education, Financial Education, Computer Science, Educational Technology)

Special Education Services (Pre-K - Adult Transition)

College Career Readiness (CTE)

Alternative Education (including online learning)

Before and After School Care

Athletics/Extra-Curriculars

Multi-Tier Systems of Support

Implement a child-centered system of tiered supports that is inclusive and educates all students at all levels including:

- Interventions for core subject areas (RTI)
- Social-emotional needs (PBIS)

Inclusive and equitable child-centered education for each student

Assure equity and inclusion for each student that recognizes students' voice through continued review and adjustments to the District's:

- Programs/Services
- Practices
- Policies

Professional Learning

Develop and sustain professional learning that has a clear focus and is:

- Student centered
- Focused on the whole child, including social emotional and deep learning
- Utilizes best practices in support of quality teaching and learning for each student
- Collaborative
- Educator driven

Island Park Elementary

“Multipurpose” room is used as a cafeteria and gymnasium. This causes a loss of 1 hour and 20 minutes per day for PE uses.

Having a centralized SPED area would allow better opportunity to connect with other students.

Multiple sensory rooms or “safe spaces” would be very useful. These would ideally be distributed throughout the school and easily accessible.

The campus is not secure. This problem is primarily related to multiple disconnected buildings (multipurpose and modular classrooms).

More “flex spaces” / project spaces distributed throughout the school would be useful.

Lakeridge Elementary

Shared use of multipurpose room results in limited lunch set up time, impact on PE programming and food service carts having to be stored outside during PE.

Lack of multipurpose / common space.

No pods / project areas (classrooms and library are used for these functions).

Students in modular classrooms cut through other classrooms to enter the building (i.e. to use the restroom, go to the office, etc.).

Northwood Elementary

Gym restrooms present a challenge, both from the standpoint of disruption of PE classes and supervised access from the playground.

Gym, dining / commons and entry, stairwells and corridor at Main Office are loud due to the number of hard surfaces.

Restroom without direct access from the Health Room is not optimal.

West Mercer Elementary

Shared function of multipurpose room results in a number of PE classes being doubled-up.

No flex space outside of classrooms.

Playground / play area is remote from cafeteria.

Pod configuration for each grade is desired.

Shared art and computer room.

Congestion in main corridor during pick-up and drop-off.

Students using four modular classrooms must leave the portable to use restroom or other school facilities.

Islander Middle School

Multiple detached buildings create a lack of connection between both students and programs.

Common areas in the “classic building” are difficult to supervise.

Sound transfer between classrooms in “classic building” can be disruptive.

Building 300 science classrooms do not support current STEM programs very well.

During hot days, the classroom areas get so hot (from about May through the end of school) that it could be interfering with teaching and learning.

Mercer Island High School

Crest Learning Center is too small for programs currently housed within the facility.

Older science classrooms / labs should be larger to accommodate instruction.

Music program continues to grow. Additional space desired.

Counseling area and health room should be reconfigured to provide better access and confidentiality.

Mercer Island High School

Acoustics in the Theater could be improved.

Separate Black Box Theater would enhance the drama program and allow theater to be used by more programs.

Improved Theater technology / equipment (i.e. lighting, sound, projection, curtain, etc.).

Reconfigure the Library into flexible learning spaces that will encourage better use by students and small groups.

Stadium seating and restrooms need to be renovated.

Improvements and connectivity could be made in College and Career Readiness programs (i.e. Broadcast programs).

Educational Program Needs

ELEMENTARY SCHOOL PROGRAMS

Special Education – improve existing spaces

Portables – eliminate for use as classrooms and potentially remove from site

Multipurpose Space – add new gymnasiums or cafeteria to provide separate areas for PE and food service functions

Educational Suitability – add shared instructional areas to create learning clusters and small group areas

MIDDLE SCHOOL PROGRAMS

Special Education – allow for inclusive educational experience for all students

Consolidate – consolidate all programs under one roof

Educational Program Needs

HIGH SCHOOL PROGRAMS

Alternative Education – expand Crest Learning Center and potentially relocate

College & Career Readiness – group existing programs to create a communications pathway and develop a new skills center with a variety of hands-on learning labs

Science – modernize existing older science labs (eight)

Athletics – provide practice and locker room space for all teams

Library – reconfigure into flexible learning areas

SUPPORT / OTHER PROGRAMS

Adult Transition Program – expand program (150%) and potentially relocate

Libraries – modernize existing libraries at high school and classic elementary schools

Technology Space – create dedicated space for repair and storage

Professional Learning – create a new multipurpose space with seating for 70 people

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How might the design of your schools respond to Board Policy 0001 and Operational Expectation 1800 OE-1 Student Focused Fundamentals?

Board Policy 0001

Values

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Supporting the **whole child**

Creating **inclusive and equitable** learning settings

Ensuring our school communities are **safe and supportive**

Providing **rigorous and challenging learning**

LIBRARY

CAUTION

Operational Expectation 1800 OE-1

Fundamentals, goals and objectives

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Create a more personalized learning environment where differentiated instruction and student-centered education are **responsive to students' strengths and learning styles**, interests and passions

Multiple Intelligences

Verbal | Linguistic
Mathematic | Logical
Spatial
Bodily | Kinesthetic
Musical | Auditory

Interpersonal
Intrapersonal
Naturalist

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Multiple Intelligences

Verbal | Linguistic
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Musical | Auditory
Interpersonal
Intrapersonal
Naturalist

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Verbal | Linguistic Intelligence

“Word Smart”

Facility with words and languages
Reading, writing, telling stories, memorizing words

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Mathematic | Logical Intelligence

“Number/Reasoning Smart”

Think conceptually and abstractly
Explore patterns and relationships
Learn form and concept before details

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mini groups
combine groups

Spatial Intelligence

“Picture Smart”

Visual learners
Think in terms of physical space
Models and graphics
Drawing

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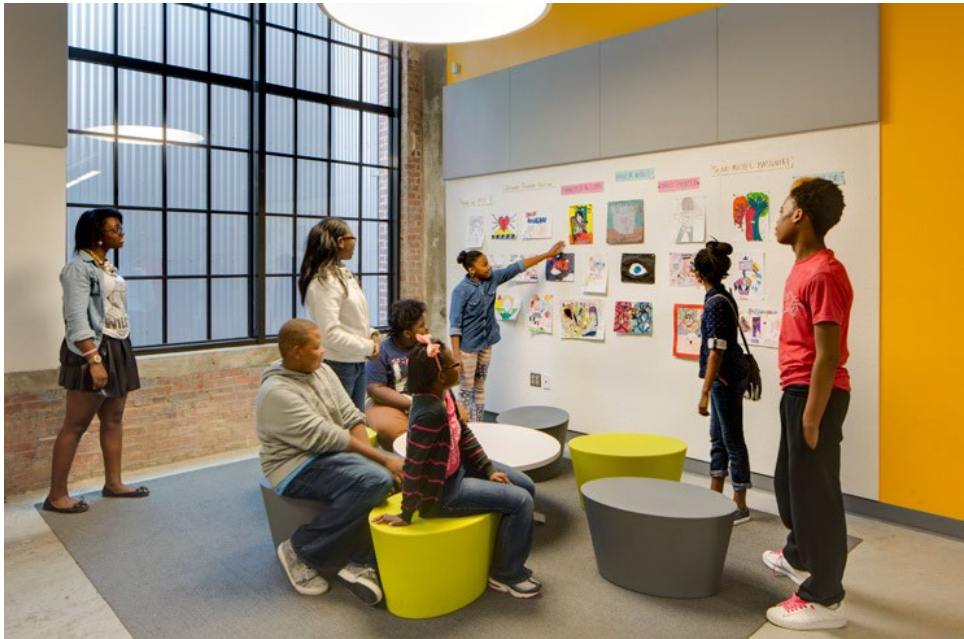

Bodily | Kinesthetic Intelligence

“Body Smart”

Movement is key to learning
Hands-on learning
Acting
Physical activity

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Musical Intelligence

“Music Smart”

Sensitivity to rhythm and sound both as a learning tool and in the surrounding environment

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Interpersonal Intelligence

“People Smart”

Learn through interaction
Group activities
Seminars
Dialogue in the classroom

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NOTHING IS A MISTA
THERE'S NO WIN
AND NO FAIL.
THERE'S ONLY
MAKE

Intrapersonal Intelligence

“Self Smart”

Introverted
Independent learning and study
Introspection

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rensdyr

Naturalist Intelligence

“Nature Smart”

Ecologically receptive
Experiences in the natural world
Relating information to the
natural surroundings

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Encourage and **enable students to be academic entrepreneurs and risk-takers** who can choose to pursue academic passions and interests beyond traditional curriculum and beyond the traditional classroom environment.

EXIT
Motivated

HALE
is
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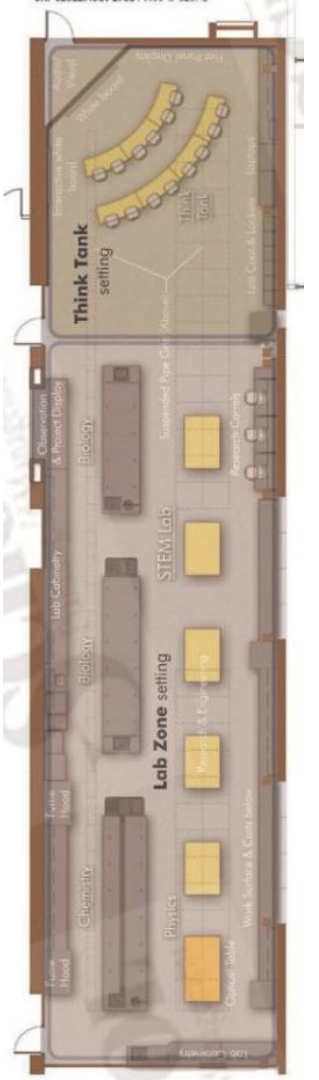
AUDITORIUM

Cultivate and foster thinking and process skills such as analytical and critical thinking, **cross-discipline thinking, creativity, innovation, leadership, collaboration,** communication, problem-solving, and information and technology literacy in curriculum design.

CAUTION


Think Tank
setting
Lab Zone setting
STEM Lab
Biology
Chemistry
Physics

TOOLS
WOOD
CF531

Foster and **embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.**

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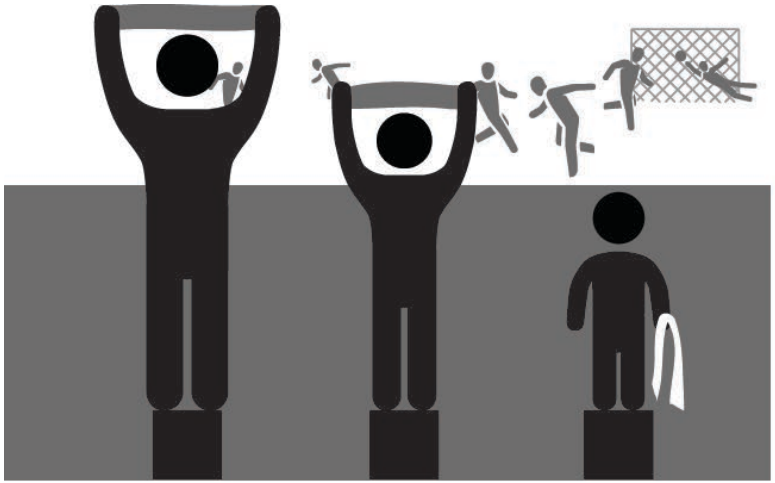
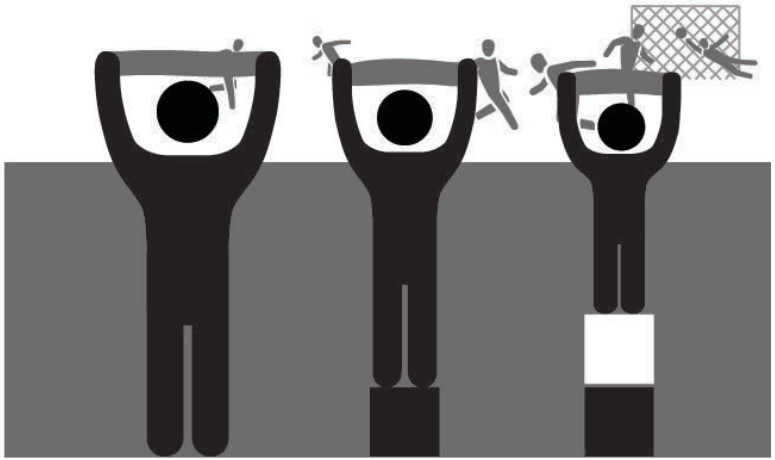


inequity



equity

SHARED LEARNING
CORE LEARNING
SHARED LEARNING
OUTDOOR LEARNING
RESOURCE CLASSROOM
COMMON SPACE

SHARED LEARNING
CORE LEARNING
SHARED LEARNING
OUTDOOR LEARNING
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SHARED LEARNING
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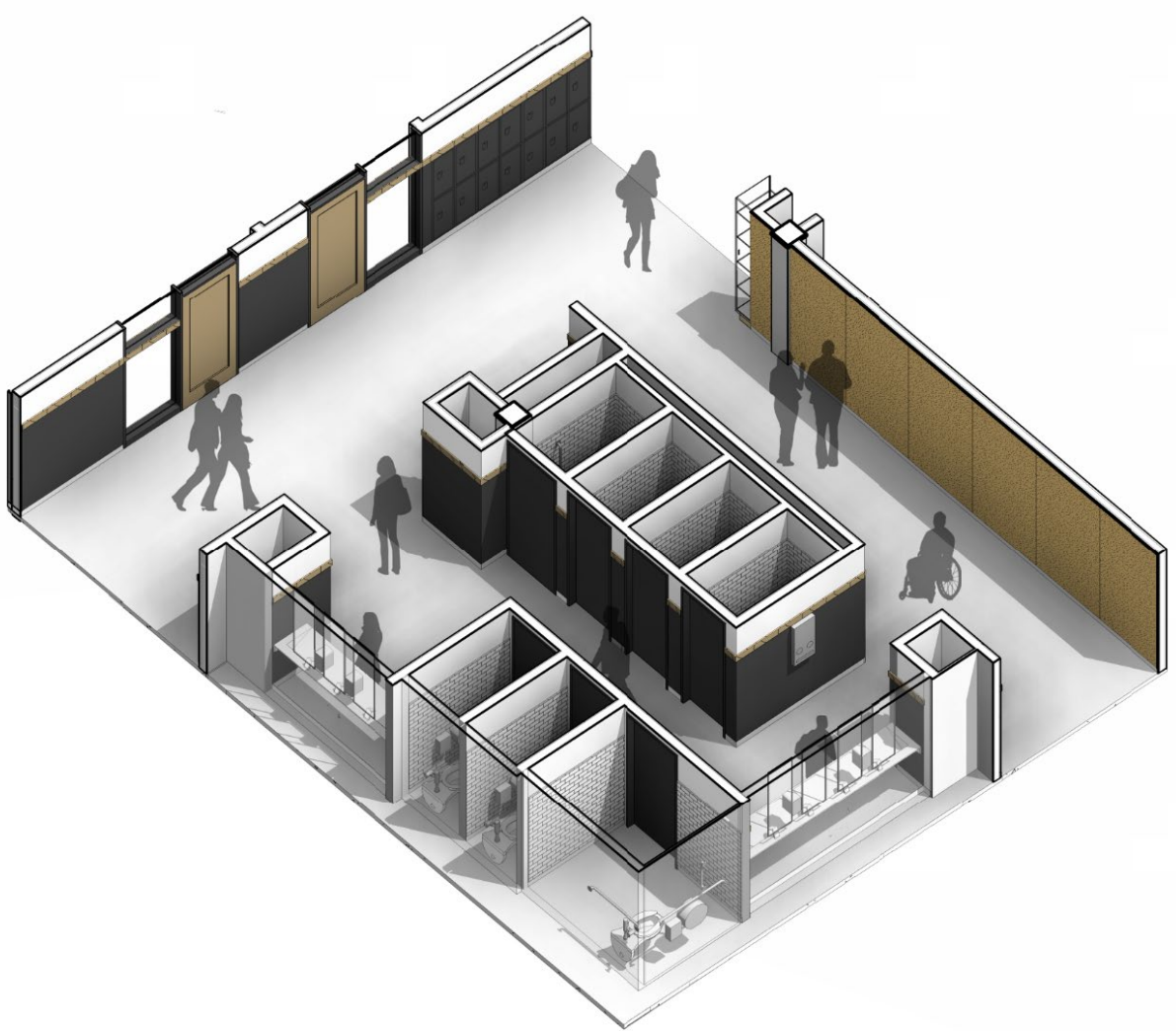
SHARED LEARNING
CORE LEARNING
SHARED LEARNING
OUTDOOR LEARNING
RESOURCE CLASSROOM
COMMON SPACE

RESTROOM
176



Introductions, agenda and objectives	20 min
Process/Schedule/Role of Committee	20 min
Vision and Programs	30 min
Vision for education at MISD	
Outline of programs and their relationship to facilities	
Program summary and interview themes	
Designing for Student Centered Excellence	20 min
Break	5 min
Vision/Goal Exercise	1 hr 20min
Goal cards and prioritization (50 min.)	
Grouping into themes (10 min.)	
Questions/discussion (20 min.)	
Next Steps	5 min

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Questions?